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ABSTRACT

The efforts of local school districts in meeting the educational requirements of children of migrant workers are summed up in the Idaho Migrant Education Evaluation Report for fiscal year 1972. Information was procured from 29 local school districts conducting educational activities, such as, experience curriculum, oral language development, and English as a second language, implemented under Title I of the Elementary and Secondary Education Act as amended in 1966. According to the reports received from the local education agencies, 7,623 migrant children from pre-school age to age 14 and over were involved in the programs during fiscal year 1972. Contents of this report include: (1) exemplary programs, (2) student information, (3) coordination with other programs, (4) in-service training, (5) non-public school participation, (6) dissemination, (7) program effectiveness, (8) special areas, (9) construction-equipment, (10) supportive services, (11) program integration, (12) staff utilization, and (13) a program critique. Also included are the school district locations; findings and conclusions of the linguistic study, with tables showing language development data; and the yearly report of the Idaho Migrant Education Resource Center. Related documents are ED 046 596, ED 046 584, ED 046 571, and ED 059 824. (FF)

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TITLE I ESEA

EVALUATION

REPORT

MIGRANT EDUCATION

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

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IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
Migrant Education

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1972
(School Year 1971-72)

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The efforts of the local districts in meeting the educational needs of children of migrant workers are described in the Idaho Migrant Education Evaluation Report for fiscal year 1972.

The information for this report was obtained from the local school districts conducting educational activities implemented under Title I ESEA, as amended in 1966 by Public Law 89-750.

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EXEMPLARY PROGRAMS

The migrant education programs in Idaho, though not highly innovative, use a variety of methods of instruction. The curricular programs for migrant students and the number of districts using this type of approach as indicated on evaluation summaries include:

No. of Districts	Method
21	Experience Curriculum
25	Oral Language Development
19	English as a Second Language
24	Basic Skill Instruction
24	Art, Including Crafts
24	Music
24	Field Trips
23	Physical Fitness
18	Outdoor Recreation
14	Sewing
11	Cooking
12	Others

The Idaho Southwest Migrant Education Resource Center, Nampa, Idaho, continues to provide services for ten districts in southwest Idaho. The professional staff offers services to the participating schools through workshops and compilation of information. The annual report of the MERC is included with this report.

STUDENT INFORMATION

MIGRANT ENROLLEE PARTICIPATION

Regular School Year

Grade	Girls	Boys	Total
Kindergarten	17	19	36
1	330	378	708
2	304	308	612
3	293	304	597
Non-Graded	17	16	33
4	301	295	596
5	244	267	511
6	226	211	437
Non-Graded	4	8	12
7	174	167	341
8	161	123	284
9	127	107	234
10	116	128	244
11	78	71	149
12	55	60	115
TOTALS	2,447	2,462	4,909

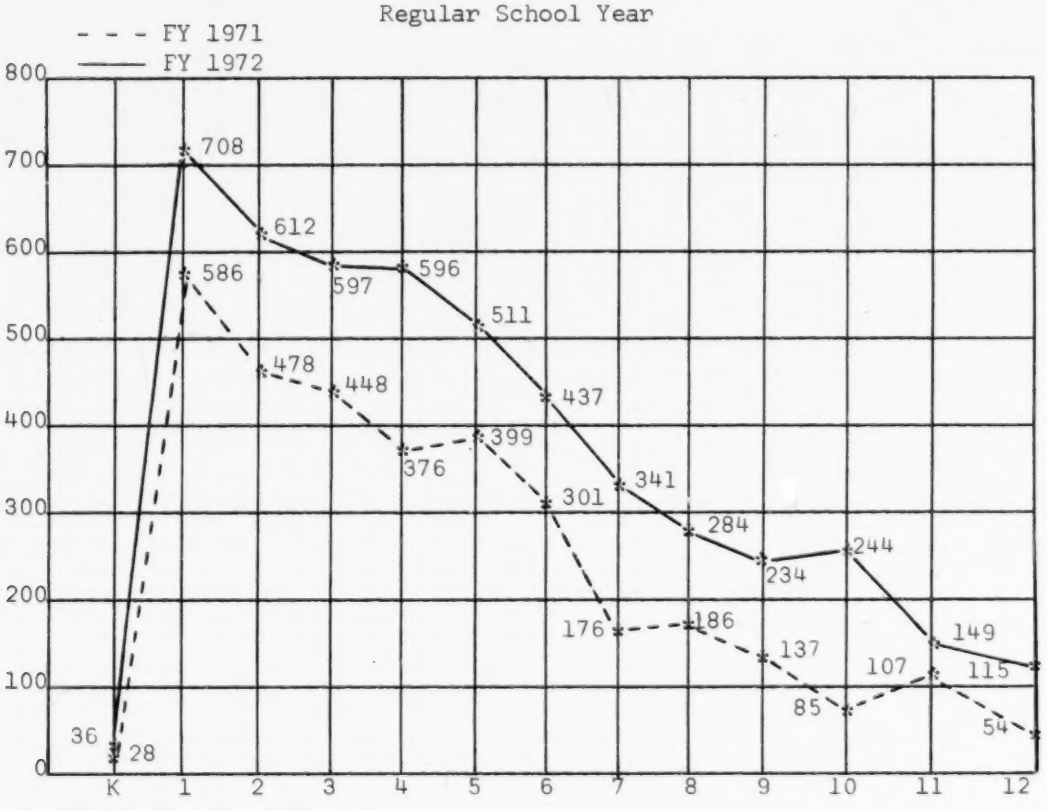
Summer Program

Age	Girls	Boys	Total
Pre-School	205	207	412
6 - 8 Years	427	425	852
9 - 11 Years	375	447	822
12 - 14 Years	151	169	320
Over 14 Years	179	129	308
TOTALS	1,337	1,377	2,714

TOTAL REGULAR AND SUMMER:	3,784	3,839	7,623

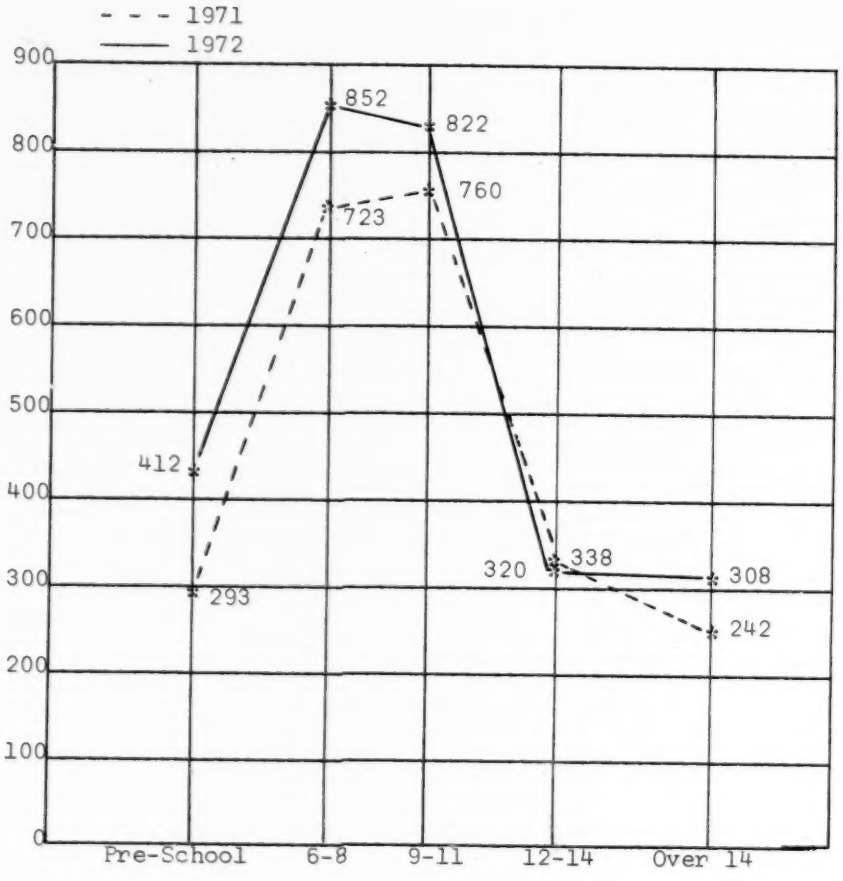
GRADE LEVEL
COMPARISON OF ENROLLEES
FISCAL YEAR 1971 AND 1972

Regular School Year



AGE LEVEL
COMPARISON OF ENROLLEES
FISCAL YEAR 1971 AND 1972

Summer Term



According to reports received from Local Education Agencies, 7,623 migrants participated in the programs during fiscal year 1972. This figure indicates little deviation between the estimated figure of 8,050, as per application, and the actual number served. A study of the previous year's report shows that approximately 1,300 more migrant students were enrolled in the schools in Idaho during fiscal year 1972 than during fiscal year 1971.

Chronological age and the needs of the students as determined by teacher made tests and observation through information received from the Migrant Student Record Transfer System were factors used in determining the grade placement of students. The Silvaroli Teacher Diagnostic Test was also used in some areas to assist in the grade placement of migrant pupils.

The teacher-pupil ratio during the summer term was determined to be approximately 1-19; however, the adult ratio was approximately 1-8. Because of the integration of the migrants into the regular classroom during the regular school year, the teacher-pupil ratio was not determined. However, 22 teachers and 86 non-teaching adults were employed full or part-time to assist in maintaining a low teacher-pupil ratio.

Student	Regular	Summer	Total
Non-English Speaking	47	89	137
Bilingual	2,129	1,519	3,568
Partially Bilingual	206	297	596

COORDINATION WITH OTHER PROGRAMS

Relationship with Title I ESEA

According to evaluation reports received from Local Education Agencies, migrant children were permitted to use the facilities and services of programs paid in full or part from regular Title I ESEA, the same as other enrolled students.

Reports indicated that reading programs, physical fitness programs, library and guidance services were available when determined as needs for the disadvantaged students in the Local Education Agencies.

Local Education Agencies reported that nurses, librarians, psychologists, social workers, and others employed by Title I ESEA funds assisted in the migrant programs.

Inter-Relationship with Other Programs

Many audio-visual materials, as records and filmstrips which were used in the Right-to-Read programs during the year and purchased with Title II ESEA funds, were used in the migrant programs. Other equipment and materials purchased with Title II ESEA and Title III NDEA were available from the media centers at the schools housing migrant students during the regular and summer sessions.

Other programs and agencies who assisted in serving the migrant population in the Local Education Agencies were OEO programs, National Youth Corp, Work Study Programs through The College of Idaho, Canyon-Owyhee School Service Agency, U.S. Department of Agriculture, County Health Offices, and Shriners.

IN-SERVICE TRAINING

One-day workshops were held in Rupert on Saturday, April 22 and in Nampa on Saturday, April 29, 1972.

The sessions included indistrial arts for elementary teachers, self concept and cultural identity, creative teaching, and games and physical education. Presentations were made by Lee Carter, State Supervisor of Industrial Arts Education; Antonio Ochoa, Consultant, Migrant Education Section, State Department of Education; Darlene Fulwood, Curriculum Consultant, Migrant Education Resource Center; Francisco Garcia, Consultant, Migrant Education Resource Center; and Polly Parmelee, Guest Lecturer in Physical Education, The College of Idaho.

Two hundred six administrators, teachers, and teacher aides attended the conferences. According to evaluation reports received from those registered, approximately 96 percent rated the conference as excellent. Participants who reacted to the workshops stated that most or some of the information received was new.

Dr. Leonard Olguin, Professor, College of Education, University of Calfironia at Irvine was the keynote speaker at the Migrant Education Curriculum Workshops which were held on June 1 and 2 at West Minico Junior High School, Paul, Idaho, and on June 5 and 6 at Sunny Ridge Elementary School at Nampa, Idaho. Dr. Olguin's address was on the "Early Psychological Imprints on Children." Dr. Olguin discussed "Grand Assumption," "Objective Acculturation," "Outlook," "Look Me in the Eye," "Educación vs. Education," and "Customs."

Presentations at the two-day workshops were made by Nancy Smither, Professor, College of Education, Pan American College, Edinburg, Texas, who discussed "Linguistics - Comparative Analysis of Spanish and English"; Orville Reddington, Consultant, Social Studies, Idaho Department of Education, "Inquiry Teaching"; Antonio Ochoa, Consultant, Migrant Education Section, Idaho Department of Education, "¿Como se dice? (How do you say it?)"; and Darlene Fulwood, Curriculum Consultant, Migrant Education Resource Center, "Words in Action."

Two hundred sixty-three administrators, teachers, and teacher aides attended the two workshops. According to reports received from participants, this was "an outstanding workshop." A superintendent of a Local Education Agency sent the following congratulatory message:

> *"I would like to extend my congratulations to your staff for the fine migrant workshop held in Nampa this past summer. It seems that each year brings us a more practical and functional program--one designed with the children in mind.*
>
> *Thanks for a job well done."*

Dr. Raymond J. Duquette, Consultant, School of Education, Boise State College, was contacted for on-site consultative services for Oral Language Analysis during June 1972. The consultative services were for 11 days of classroom demonstrations, 11 in-service workshops, and an analysis of children's language.

Findings of this study are included in the appendices of this report.

Included in the services were:

1. Three classroom demonstrations
   a. One oral language for beginning readers
   b. Two language experiences using children's literature to stimulate interest
2. In-service workshop after school
   a. Oral language development
   b. Experience stories, phonics, and reading

The analysis of the oral and written languages of the children were done according to level one of the Indiana Conference Scheme.

In addition to the State-sponsored workshops, the Local Education Agencies held in-service sessions. According to reports, teachers and teacher aides developed role descriptions, goals, objectives, and activities prior to the summer term and held daily evaluation and planning sessions.

Idaho participated in the Interstate Teacher Exchange with Texas. Mr. Hector Barrera and Mr. Joe Fuentes were assigned to Idaho during the summer session. The consultative staff was further strengthened by the employment of Mr. and Mrs. Benicio Barrera, Rio Grande City, Texas; Mr. and Mrs. Santos Porras, Rio Grande City, Texas; Mr. Jose Gonzalez, Carrizo Springs, Texas; Mr. Francisco Garcia, Caldwell, Idaho; and Mrs. Teresita Barrera, Del Rio, Texas.

NON-PUBLIC SCHOOL PARTICIPATION

Six Local Education Agencies reported participation of non-public school students in the migrant programs, while 21 Local Education Agencies reported that there were no non-public schools in their school district.

One district reported participation during the regular school year, one during both the regular school year and the summer term, and four during the summer term only.

According to reports, the same personnel, services, and materials which were available to the students in the public schools were also available to the students in non-public schools. Participation by these students was encouraged.

Minidoka County Schools reported that a Catholic sister was employed to work in the summer program during 1972.

DISSEMINATION

The State Education Agency staff disseminated information through the use of "Children of the Sun" (13 minutes, 16mm color film, FY 1971), a human interest story involving children of migrant families and their education. The target group was the Mexican American family. Spanish is used intermittently throughout the picture.

LEARNING TOGETHER, A Handbook for Migrant Education, continued to be disseminated through the State Education Agency. In addition, LEARNING TOGETHER NO. 2 is being disseminated. Both publications are to assist

administrators and teachers in identifying the needs of migrant children and to assist in areas where misunderstanding occurs between the Mexican American and the Anglo.

Other means of dissemination used by the State Education Agency are slides, brochures, pamphlets, and the Annual Migrant Education Evaluation Report.

The Local Education Agency is responsible for disseminating information concerning its programs. A variety of methods have been used for this purpose during fiscal year 1972. The number of districts and the methods used are shown in the following table.

No. of Districts	Method
16	Bulletins
15	Conferences
11	Letters
23	Personal Contacts
5	Written Reports
20	Visitations
20	Newspapers
8	Civic Group Appearances
7	In-Service Education
3	Newsletters
9	Radio
15	Telephone
3	Other

COMMUNITY INVOLVEMENT

There were 1,766 parents, 295 high school students, 116 college students, and 382 other community representatives who volunteered to assist in the migrant education programs during fiscal year 1972.

Parental involvement came through participation in field trips, open houses, and activities where special invitations were issued. They also assisted by helping in remedial reading groups and other class projects.

High school and college students acted as interpreters between parents and teachers during arranged conferences and appointments.

Businesses, government bodies, private individuals, and Chamber of Commerces cooperated in making the experience curriculum approach a success.

In addition, the medical and dental associations and the Department of Social Welfare assisted with the physical and mental well being of the students, as well as supplying materials and clothing.

PROGRAM EFFECTIVENESS

No. of Districts	
20	The project activities were designed to meet the needs of the migrant enrollee and were successful.
6	The project was successful, but limited funds handicapped the total program.
0	The project had very little impact on raising the level of educational attainment for the migrant participant.

SPECIAL AREAS

Vocational and handicapped classes offered are available to migrant students during the regular school year.

During the summer session, vocational classes are offered in the evening for teenage students. Classes are offered in typing, sewing, physical fitness, auto mechanics, driver training, cooking, and reading.

CONSTRUCTION - EQUIPMENT

Minor equipment purchases were allowed for instructional purposes if approved by the State Education Agency prior to Local Education Agency purchases.

SUPPORTIVE SERVICES

Participation in the Migrant Student Record Transfer System strengthened the overall program.

PROGRAM INTEGRATION

During the regular school year, migrant students were integrated into the regular classrooms. Additional aides were employed to assist in individualizing instruction or to work in small groups when specific language skills were needed.

Migrant programs were coordinated with regular Title I programs in district-sponsored summer programs in some districts.

STAFF UTILIZATION

Instructional aides, clerical workers, library aides and others were hired to provide supplementary instruction. These aides assisted the teachers in the individualization of student programs in the area of basic skills. They were selected, when possible, from the migrant population of the community.

Volunteers were encouraged to assist with parties and open houses, chaperone field trips, and serve as instructors in recreational programs. Local Education Agencies have reported an increased interest on the part of parents in serving as volunteers.

The table shown on the following page indicates the number of teaching and non-teaching positions during fiscal year 1972.

NUMBER OF POSITIONS

	Full or Part Time	
Teaching	Regular	Summer
Pre-School	1	6
Elementary	17	113
Secondary	4	21
TOTAL TEACHING POSITIONS	22	140
Non-Teaching		
Community Contact Representative	2	6
Clerical Worker	10	16
Counselor	2	1
Librarian	2	8
Nurse	2	7
Psychologist	0	1
Social Worker	2	1
Supervisor-Administrator	6	20
Teacher Aides	35	96
Others	3	59
TOTAL NON-TEACHING POSITIONS	64	215
TOTAL ALL STAFF	86	355

Total number of teaching staff members that are bilingual 24

Total number of non-teaching staff members that are bilingual . . 54

Total number of migrants working in the program 41

PROGRAM CRITIQUE

D. L. Hicks, Program Administrator for the Division of Special Services, Mrs. Ardis Snyder, Consultant, Migrant Education Section, and Antonio Ochoa, Consultant, Migrant Education Section provided the leadership from the State Education Agency.

Quotations from Local Education Agency evaluation reports best summarize the success of the program.

> *"A marked improvement has been noted by the teachers when the summer school participants enter the regular fall classes. Most of them have dropped their shyness and developed a sense of belonging. This attitude causes them to take more pride in their work and makes them better able to compete with other children.*
>
> *Many parents have stated that they want to remain in the area because of the schools.*
>
> *Growers have stated that better education facilities attract a more substantial class of workers."*
>
> *Wilder School District #133*

> *"Due to the students ability to attain some degree of success, their self image has been measurably increased. They have attained and built up confidence in their own ability."*
>
> *Firth School District #59*

> *"The self concept image of migrant students has improved steadily."*
>
> *Blackfoot School District #55*

"Observation indicated a high level of interest in the program on the part of the students. Teachers indicated dramatic success with achievement and skill levels of many students because of the individual contact that can be made and the nature of activity of instruction. Activities in language arts, science and math were extended by numerous field trips. Student motivation was no problem because students were able to measure individual success."

Idaho Falls School District #91

IDAHO MIGRANT PROGRAMS
Fiscal Year 1972

School District	Location
Snake River School District #52	Riverside Elementary
Blackfoot School District #55	"
Firth School District #59	"
Idaho Falls School District #91	New Sweden Elementary
Nampa School District #131	Sunny Ridge Elementary
Melba School District #136	"
Caldwell School District #132	Washington Elementary
Wilder School District #133	Holmes Elementary
Parma School District #137	Parma Elementary
Notus School District #135	"
Canyon School District #139	Vallivue High School
Cassia County School District #151	Overland Elementary
Glenns Ferry School District #192	Glenns Ferry Elementary
Mountain Home School District #193	West Elementary
Fremont County School District #215	Teton Elementary
Wendell School District #232	Wendell Elementary
Jerome School District #261	"
Jefferson County School District #251	Midway Elementary
Valley School District #262	Eden Elementary
Minidoka County School District #331	East Minico Junior High
Marsing School District #363	Marsing Elementary
Bruneau-Grand View School District #365	Grand View Elementary
Homedale School District #370	Washington Elementary
American Falls School District #381	Hillcrest Elementary
Aberdeen School District #58	"
Twin Falls School District #411	Bickel Elementary
Buhl School District #412	Buhl Elementary
Murtaugh School District #418	Murtaugh Elementary
Weiser School District #431	Pioneer Elementary

FINDINGS

LINGUISTIC STUDY, MIGRANT SUMMER PROGRAM

Raymond J. Duquette, Ph. D.

ORAL LANGUAGE

Oral language was elicited from children from pre-primary through grade one. The results were linguistically analyzed according to level one of the Indiana Conference Scheme. The data was then subjected to Chi-Square tests to note differences among the three regions of Idaho with a concentration of migrant children: Idaho Falls area, Twin Falls area, and Caldwell area. The following findings were noted.

Idaho Falls area vs. Twin Falls area. Differences in the Twin Falls area were noted at the .05 level for pattern A and at the .30 level for movable M_2. Differences at the .10 level were noted in the Idaho Falls area for pattern I.

Idaho Falls area vs. Caldwell area. Significant differences at the .05 level were noted only for pattern J in the Caldwell area.

Twin Falls area vs. Caldwell area. All differences noted were at the .10 level for pattern A and movable M_2 in the Twin Falls area and for pattern I in the Caldwell area.

LANGUAGE-EXPERIENCE STORIES

Language-experience stories were elicited from groups of children in grades three through six. These stories were linguistically analyzed according to level one of the Indiana Conference Scheme. Chi-Square tests were then made on the data with the following findings.

Idaho Falls area vs. Twin Falls area. In the Idaho Falls area differences at the .20 level were noted for pattern F. In the Twin Falls area differences at the .10 level were noted for movable M_3.

Idaho Falls area vs. Caldwell area. Differences at the .30 level were noted in pattern F in the Idaho Falls area, while differences at the .20 level were noted in the Caldwell area for movable M_3.

Twin Falls area vs. Caldwell area. No differences were noted in these comparisons.

CONCLUSIONS

LINGUISTIC STUDY, MIGRANT SUMMER PROGRAM

Raymond J. Duquette, Ph. D.

ORAL LANGUAGE

(1) Children in the Twin Falls area used a significantly greater number of pattern A than children in the Idaho Falls and Caldwell areas. Since this pattern is comprised of the use of subject-verb only, it is considered the most basic sentence pattern. Therefore, the children in the Twin Falls area can be considered to be linguistically immature in oral language development as reflected in the frequent use of pattern A.

(2) Children in the Idaho Falls and Caldwell areas used the same number of pattern I (a request or command statement). Since these were both significantly greater than the Twin Falls area, the less

frequent use of pattern I may also reflect immaturity in the oral language development of children in the Twin Falls area.

(3) Children in the Caldwell area used a significantly greater number of pattern J (a partial or incomplete unit) than children in the Idaho Falls and Twin Falls areas. Therefore, they can be considered to be less mature in the use of complete units in oral language expression. However, this appears to reflect the oral language of English language beginners since conclusion one reflected mature oral language in the less frequent use of pattern A. Therefore, Caldwell area pre-school through grade one children can be divided into two groups: (1) those who are English language beginners, and (2) those who are concluded to be more mature in oral language development than children in the Twin Falls area.

LANGUAGE-EXPERIENCE STORIES

The use of more sophisticated language patterns and movables reflects maturity in language development. All three areas reflected such maturity in language development. Children in the Idaho Falls area used a greater number of pattern F (verb-subject) than children in either the Twin Falls or Caldwell areas. Children in both the Twin Falls and Caldwell areas used a significantly greater number of movable M_3 than the children in the Idaho Falls area. All three areas are therefore concluded to have children with equal language development in grades three through six as reflected in language-experience stories.

TABLE I

OBSERVED FREQUENCIES OF THE STRUCTURAL PATTERNS MOVABLES AND CONNECTORS OF THE ORAL LANGUAGE AND LANGUAGE EXPERIENCE STORIES OF CHILDREN IN THE IDAHO FALLS, TWIN FALLS, AND CALDWELL AREA

Variable Structural Patterns	Idaho Falls		Twin Falls		Caldwell	
	O.L.	L.E.	O.L.	L.E.	O.L.	L.E.
A	28	24	55	27	31	32
B	17	20	17	23	20	24
C	24	8	22	4	32	9
D	0	0	0	1	0	2
F	3	8	3	2	3	3
I	9	0	1	0	9	0
J	116	0	136	0	167	0
T	0	1	1	1	0	1
Movables						
M_1	40	27	44	26	52	32
M_2	7	8	17	9	5	12
M_3	0	1	0	9	2	6
M_4	0	0	0	0	0	1
Connectors						
C_1	1	15	0	11	3	13
C_2	0	0	0	2	0	3

TABLE II

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF THE ORAL LANGUAGE OF IDAHO FALLS AREA CHILDREN AND TWIN FALLS AREA CHILDREN

Observed Frequencies

Variable	Idaho Falls	Twin Falls	Total	Chi Square		Degrees of Freedom
A	28	55	83	4.5109	.05	1
B	17	17	34	0.0000		1
C	24	22	46	0.0434		1
D	0	0	0	uncalculable		1
F	3	3	6	0.0000		1
I	9	1	10	3.8095	.10	1
J	116	136	252	0.7949		1
T	0	1	1	uncalculable		1
Movables						
M_1	40	44	84	0.0952		1
M_2	7	17	24	2.1778	.20	1
M_3	0	0	0	uncalculable		1
M_4	0	0	0	uncalculable		1
Connectors						
C_1	1	0	1	uncalculable		1
C_2	0	0	0	uncalculable		1

$P > .30 = 1.074$
$P > .20 = 1.642$
$P > .10 = 2.706$
$P > .05 = 3.841$
$P > .01 = 6.635$

TABLE III

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF THE ORAL LANGUAGE OF IDAHO FALLS AREA CHILDREN AND CALDWELL AREA CHILDREN

Observed Frequencies

Variable	Idaho Falls	Caldwell	Total	Chi Square	Degrees of Freedom	
A	28	31	59	0.0763	1	
B	17	20	37	0.1218	1	
C	24	32	56	0.5743	1	
D	0	0	0	uncalculable	1	
F	3	3	6	0.0000	1	
I	9	9	18	0.0000	1	
J	116	167	283	4.6330	1	.05
T	0	0	0	uncalculable	1	
Movables						
M_1	40	52	92	0.7859	1	
M_2	7	5	12	0.1678	1	
M_3	0	2	2	uncalculable	1	
M_4	0	0	0	uncalculable	1	
Connectors						
C_1	1	3	4	0.5333	1	
C_2	0	0	0	uncalculable	1	

P > .30 = 1.074
P > .20 = 1.642
P > .10 = 2.706
P > .05 = 3.841
P > .01 = 6.635

TABLE IV

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF THE ORAL LANGUAGE OF TWIN FALLS AREA CHILDREN AND CALDWELL AREA CHILDREN

Observed Frequencies

Variable	Twin Falls	Caldwell	Total	Chi Square	Degrees of Freedom
A	55	31	84	3.4153 .10	1
B	17	20	37	0.1218	1
C	22	32	54	0.9339	1
D	0	0	0	uncalculable	1
F	3	3	6	0.0000	1
I	1	9	10	3.8095 .10	1
J	136	167	303	1.5899 .30	1
T	1	0	1	uncalculable	1
Movables					
M_1	44	52	96	0.3339	1
M_2	17	5	22	3.5357 .10-	1
M_3	0	2	2	uncalculable	1
M_4	0	0	0	uncalculable	1
Connectors					
C_1	0	3	3	uncalculable	1
C_2	0	0	0	uncalculable	1

P > .30 = 1.074
P > .20 = 1.642
P > .10 = 2.706
P > .05 = 3.841
P > .01 = 6.635

TABLE V

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF LANGUAGE IN EXPERIENCE STORIES OF IDAHO FALLS AREA CHILDREN AND TWIN FALLS AREA CHILDREN

	Observed Frequencies					
Variable	Idaho Falls	Twin Falls	Total	Chi Square		Degrees of Freedom
A	24	27	51	0.0883		1
B	20	23	43	0.1047		1
C	8	4	12	0.6857		1
D	0	1	1	uncalculable		1
F	8	2	10	1.9780	.20	1
I	0	0	0	uncalculable		1
J	0	0	0	uncalculable		1
T	1	1	2	0.0000		1
Movables						
M_1	27	26	52	0.0094		1
M_2	8	9	17	0.0294		1
M_3	1	9	10	3.8095	.10	1
M_4	0	0	0	uncalculable		1
Connectors						
C_1	15	11	26	0.3095		1
C_2	0	2	2	uncalculable		1

P > .30 = 1.074
P > .20 = 1.642
P > .10 = 2.706
P > .05 = 3.841
P > .01 = 6.635

TABLE VI

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF LANGUAGE IN EXPERIENCE STORIES OF IDAHO FALLS AREA CHILDREN AND CALDWELL AREA CHILDREN

Observed Frequencies

Variable	Idaho Falls	Caldwell	Total	Chi Square		Degrees of Freedom
A	24	32	56	0.5743		1
B	20	24	44	0.1821		1
C	8	9	17	0.0294		1
D	0	2	2	uncalculable		1
F	8	3	11	1.1982	.20	1
I	0	0	0	uncalculable		1
J	0	0	0	uncalculable		1
T	1	1	2	0.0000		1
Movables						
M_1	27	32	59	0.2122		1
M_2	8	12	20	0.4040		1
M_3	1	6	7	2.0467	.20	1
M_4	0	1	1	uncalculable		1
Connectors						
C_1	15	13	28	0.0715		1
C_2	0	3	3	uncalculable		1

$P > .30 = 1.074$
$P > .20 = 1.642$
$P > .10 = 2.706$
$P > .05 = 3.841$
$P > .01 = 6.635$

TABLE VII

CHI SQUARE ANALYSES OF STRUCTURAL PATTERNS, MOVABLES AND CONNECTORS OF LANGUAGE IN EXPERIENCE STORIES OF TWIN FALLS AREA CHILDREN AND CALDWELL AREA CHILDREN

Observed Frequencies

Variable	Twin Falls	Caldwell	Total	Chi Square	Degrees of Freedom
A	27	32	59	0.2122	1
B	23	24	46	0.0106	1
C	4	9	13	0.9984	1
D	1	2	3	0.1714	1
F	2	3	5	0.1010	1
I	0	0	0	uncalculable	1
J	0	0	0	uncalculable	1
T	1	1	2	0.0000	1
Movables					
M_1	26	32	58	0.3111	1
M_2	9	12	21	0.2153	1
M_3	9	6	15	0.3030	1
M_4	0	1	1	uncalculable	1
Connectors					
C_1	11	13	24	0.0834	1
C_2	2	3	5	0.1010	1

$P > .30 = 1.074$
$P > .20 = 1.642$
$P > .10 = 2.706$
$P > .05 = 3.841$
$P > .01 = 6.635$

MIGRANT EDUCATION RESOURCE CENTER
Nampa, Idaho

YEARLY REPORT
FISCAL YEAR 1972

The Migrant Education Resource Center has added three new districts to the already existing ten. The center is now serving Bruneau-Grand View, Caldwell, Canyon, Homedale, Marsing, Melba, Nampa, Notus, Parma, St. Paul, Scism, Weiser, and Wilder.

There has been good cooperation from all schools involved. The second year has been one of perfecting and enlarging services already in existence.

- Considerable time was spent in visiting and in-service training of participating school personnel as to correct procedures of reporting migrant students.
- There were curriculum in-services and workshops held to demonstrate new ideas and techniques to classroom teachers.
- Migrant consultants were kept busy with many varied duties from home and school visitations and consultations to special in-services in Mexican culture.
- Workshops were held to show teachers how to produce classroom aids such as mounting and laminating materials, making transparencies, etc.
- There were workshops which the MERC sponsored, those in which members of the staff participated, and workshops which were attended by members of our staff.
- The inner-workings of the center also have been busy with the local production and photography departments producing many items for use in classrooms and workshops. Classroom and school programs were video taped for presentation at a later time.
- The materials library and film library were put to good use by the participating schools and facilitated by a pick-up and delivery system.

Individual and statistical reports that follow will provide more complete data as to how the Migrant Education Resource Center has operated this past year.

RECORDS SYSTEM OVERVIEW

We have seen much growth and development in our Migrant Student Transfer Records this past year. A year ago most records merely indicated a migrant child had enrolled and withdrawn from an area school. We can now report at least 90 percent of all migrant records we process have valuable data other than enrollment and withdrawal information. The largest percent of our records show data in several areas such as tests, academic interest, health, inoculations, chronic problems, etc.

We have had excellent communication and cooperation from participating schools. Much time has been spent visiting and working with school administrators, secretaries, teachers, nurses, counselors, and other persons involved in any way with the improvement of the records. We have visited with and cooperated with the County Health Department in checking some chronic problems and follow through with the aid of the consultants in the MERC. Each district was visited and most of the schools within these districts. They were shown an overview of the system through films. The films were followed by workshops and discussions to better understand the records and learn to use them properly.

School secretaries were visited early in the school year by a terminal operator going over and reviewing procedure for reporting the migrant students entering their school. The operator stressed the necessity of prompt action to keep the records up to date at all times.

Mr. Brent McDonald, Director of the MERC, and the terminal operator, through cooperation from our state director, were allowed to visit the systems headquarters in Little Rock, Arkansas in March of 1972. This was an exciting and rewarding experience. The staff had a very organized tour of the facilities of the entire system. This included a visit to computer headquarters, and workshops and in-service meetings with various staff members. Seeing and gathering a better understanding of the immensity of this project adds much to the desire of seeing the development of the system.

April held another highlight. A five-state, two-day workshop for terminal operators and their administrators was held in Boise under the direction of our State Department of Education. Mr. Pat Hogan and Mr. Ed Baca of the U.S. Office of Education and personnel from Little Rock, Arkansas worked with us in reviewing and interpreting changes and additions to the system since its origination in February of 1971. Forums were set up for an interchange of ideas, methods of handling unexpected complications, and handling responsibilities of paper work and filing. All operators agreed this was a valuable aid to the efficiency of our part of the program, and voted to have more of the same each year.

A newsletter was sent from the terminal desk to all school administrators and their secretaries thanking them for cooperation during the year and reminding them that all migrant students must be withdrawn at the close of each school term or year. A very warm response was received from each school.

The year has been rewarding in seeing this growth, but much determination and cooperation is needed to make the records answer the original objectives for which they were designed.

Submitted by Esther Boesen
Terminal Operator
Migrant Student Record Transfer System

CURRICULUM SERVICES

The role of curriculum consultant of the Migrant Education Resource Center has included provision of the services described below:

- The consultant worked closely with the State Department of Education in preparing for the 1972 migrant education workshops. Six workshop sessions were conducted dealing with creative teaching techniques, creative dramatics, and designed to assist teachers in becoming better acquainted with the language experience approach, language master machine, Peabody Language Development Kits and the H-200 program.

- Considerable time has been spent in reviewing programs and materials of special benefit for use in teaching migrant children. This involved meeting with representatives, actual field testing, and personal evaluation. Recommendations were given for the purchase of sample materials to be placed in the center as funds became available.

- The consultant worked closely with local production personnel evaluating material produced as to its relevancy to needs and made recommendations for production of materials.

- Assistance was given in the development of a curriculum catalog which has been made available to school personnel and which describes by curriculum areas the materials contained in the center.

- The development of a professional library has been initiated during the year. The library will contain samples of textbooks and materials for professional growth.

- Visitations were made to each district in an effort to better acquaint them with the services of the center. Follow-up visitations were made as requested by teachers and districts.

- Assistance in pre-service preparation for the 1971-72 school year was given to the Nampa and Marsing School Districts by conducting workshops for teachers.

- Bulletins and printed materials have been prepared during the year focusing upon meeting individual student needs with an emphasis on language arts.

- The consultant has worked with school personnel visiting the Migrant Education Resource Center, acting as a consultant when requested.

- A great amount of time has been devoted to staff in-service training. Various workshops have been conducted including participation in the IEA Convention, Northwest Nazarene College, Headstart Program, private schools, Nampa Resource Teacher In-Service Sessions, and individual school workshops. A total of approximately 50 workshop sessions were conducted.

- The consultant has worked as a public relations assistant whenever requested, speaking at the AAUW and Title I Parent Advisory Council meetings concerning the programs.

Submitted by Darlene Fulwood
Curriculum Consultant
Migrant Education Resource Center

CONTACT REPRESENTATIVE REPORT

The principle function of the contact representative is to serve as a liaison person between the school and the home in the area of social work. Included in this role has been a number of services for the family of school-age children with emphasis on the problems of the child.

Family services provide sources of information and assistance in procuring educational, social and health services in the community.

Services offered the school include investigation of truancy, assistance in placing or moving children for special purposes, bilingual communication when necessary, assisting teachers to gain insight into the problems of the minority or Spanish-speaking child, and to assist with health and testing services.

With the addition of a person working in the area of individual counseling, the emphasis of the contact representative has shifted somewhat toward dealing with home and school contacts giving less time to individual counseling.

Most beneficial is the message to the parents that the school really cares and is making an effort to communicate and exchange ideas and interests between home and school. Parents are encouraged and made to understand how they may participate in the activities of the schools.

STATISTICAL REPORT

Home visits to parents and/or students	710
Telephone contacts to parents and students	28
Individual counseling periods	23
Group counseling periods	7
School visits to principals, counselors, teachers, nurses	548
Telephone contacts to service agencies, doctors	75
Telephone contacts to service agencies, etc.	97
Inter-office conferences	88
Parent-teacher conference assistance	8
Meetings of staff, State Department of Education staff, consultants, in-service meetings	17
Workshops attended	4
Articles written for newspaper	2
Speeches to civic groups and boards	4
Procuring services for migrant families	23
Survey conducted for the Caldwell School District: 40 homes contacted	

Two quarter hours of social work courses were taken in night school in connection with Idaho Continuing Education Program.

Submitted by Mark L. Roberts
Contact Representative
Migrant Education Resource Center

SUMMATION OF A MIGRANT EDUCATION CONSULTANT

In writing a brief description of the migrant education consultant, one cannot generalize too much for fear that people may think he knows nothing about what is written or said. On the other hand, one cannot get involved too deeply with details for fear that someone else might think that everything is either copied from a book or that too much is known and not enough applied.

Upon considering the two alternatives mentioned above, I believe this report will attempt to give a middle of the road view so that no one can say that we over-extended ourselves to the extreme right or to the extreme left.

To submit is to put forward as an opinion, which I will do. But it also means to yield to governance or authority, which I shall also do. It is to say, "let's compromise."

As a consultant one must not only consult but also be able to get a deeper understanding of the who's, why's, and what's of this world. Being of Mexican descent, an attempt was made to understand the social, academic and personal problems which beset the Mexican-American youth in today's educational structure. My findings can best be recognized through communication.

However, since I cannot talk to everyone, I'll try to write down some of the services which can give a basic understanding of what is being done to help the migrant child with emphasis on Mexican-American students because of location.

From what is written briefly, I hope one can begin to gain some insight as to what may or may not exist within certain problems. Then, I hope one will continue to work with oneself as well as others in seeking soluations to our problems.

School Involvement

All schools, both elementary and secondary, were visited within the 13 school districts covered by the Resource Center. They were asked to feel free to call upon my services in regard to any type of problem concerning students, parents, teachers and administrators. Also, schools were asked each time they were visited if there was any special problem I could help them with.

School Counseling

Counseling was done with students in any school that requested. Both group counseling and individual counseling were initiated.

As an experiment, group counseling was tried at two junior high schools. Many things were discussed such as educational and social problems as a group. At the same time, Mexican-American history and culture were covered. Eight to ten meetings were held.

Individual counseling was held with many students. At this stage, personal problems were discussed. Alternatives were mentioned and an understanding was established.

Mexican-American students were also used under my direction to listen and to talk to elementary Mexican-American students. This gave younger students a chance to look up to someone who may have had some sort of success.

Conferences and counseling sessions were held with parents. Importance of education, placing of children, and parental involvement in the school were discussed. Any problems existing between child and school were also brought into the view of the parent.

Drop-outs and Dismissals

Students who had dropped out of school or who had been dismissed from school were visited and encouraged to go back to school. Dismissed students were re-entered with a better understanding of school policy.

Some students who could not continue school were encouraged to continue for G.E.D. One was placed in the Job Corps. Jobs were also acquired for a few.

Parent Conferences

At various times meetings were held between the teacher and parents along with the consultant. Interpretations were of necessity at this type of meeting.

Special Services

Work was done with community organizations to help students. Some examples are the Department of Public Assistance, Health Clinics, County Health Department, private doctors, lawyers, judges, out-of-state schools or agencies, HEP programs, and colleges to aid various students to further their education.

School Health

Calls were made to a number of homes with school nurses in order to help alleviate a particular problem.

Curriculum

Physical education workshops were given to various school districts for the betterment of their program. In some cases, very few, drug education discussions were held. (This was a new area.)

Reading series were investigated for the junior high level with recommendations made to our directors at the MERC. Individual trade books were reviewed for usage in a classroom. Suggestions were made in working with an ESL program for certain students. Uses of Language Masters and other audio visual materials were discussed. Meetings for teacher in-services were held for a better understanding of the problems faced by the Mexican-American student in school, as well as out of school. Other beneficial curriculum materials are also being looked at.

Well, the report has been submitted. What have you learned? Would generalizations or details have helped you more? This type of work is like learning a language of the poor. There is really only one way to learn the language of the poor. That is to go and live with the poor. Maybe then, we can learn what we as educators really fear to learn.

Statistical Report

Total times schools visited	218
Group counseling sessions (10-25 students)	17
Individual Counseling sessions (at schools)	141
Elementary involvement by 4 junior high girls, 25 elementary students	1
Home calls with parent consultation	138
Dropouts re-instated	13
Contact with special services - DPA, health clinics, colleges, out-of-state schools	17
Special health home calls	21
Workshops given	4
Special in-service in Mexican culture for teachers	6
Statehouse conferences	4
Workshops attended	3
Human rights meetings	1
Correspondence letters	36
Curriculum material reviewed	
Individual texts	37
Reading series	4
Miscellaneous	7
Drug presentations	3
Physical education notebooks handed out	42

Submitted by Francisco Garcia
Migrant Consultant
Migrant Education Resource Center

STATISTICAL REPORT ON LIBRARY AND LOCAL PRODUCTION

Film circulation	1,804	
Library materials circulation	1,341	
Local production items produced		
Maps	110	
Charts	594	
Bulletin boards	70	
Mounted materials	1,114	
Laminated materials	1,172	
Games	596	
Transparencies	239	
Blueprints	906	
(A large percentage of materials created were placed on tracing masters. This allowed multiple copies to be run through a blueprint machine in a short period of time.)		
Paste-ups	186	
Chartexed materials	110	
Printed materials		
Mimeo paper used	575	reams
Copy paper	59	rolls
Electronic and regular stencils	1,756	
Coverstock	780	
Thermal masters	509	
Construction paper	1,500	sheets
Program booklets designed	11	
Photography, video and tape services		
35mm slides produced	936	Kodachrome
35mm slides produced	360	Ektachrome
Photos		
5x7	1,860	
8x10	583	
11x14	23	
16x20	8	
Poloroid	151	
Audio tape duplication	218	Cassettes
Audio tape duplication	8	reel to reel
Video taping of classroom and school programs	33	

WORKSHOPS AND IN-SERVICE (Given by the MERC)

Local production workshops	23
Curriculum in-service	8
Record System in-services and visits	40

WORKSHOPS AND IN-SERVICE (Sponsored by MERC)

Encyclopedia Brittanica Language Experience Workshop - October 26, 1971

Books on Exhibit - November 1-5, 1971 and March 20-24, 1972

Encyclopedia Brittanica Film In-Service - November 2, 1971

WORKSHOPS AND CONFERENCES (MERC Staff Participated)

Migrant Education Curriculum Workshop - First Session - April 22, 1972
(Sponsored by State Department of Education)

Migrant Education Curriculum Workshop - First Session - April 29, 1972
(Sponsored by State Department of Education)

Migrant Education Curriculum Workshop - Second Session - June 1-2, 1972
(Sponsored by State Department of Education)

Migrant Education Curriculum Workshop - Second Session - June 5-6, 1972
(Sponsored by State Department of Education)

Idaho Teachers Conference - October 7-8, 1971 - (Sponsored by State Department of Education and Idaho Education Association)

WORKSHOPS AND IN-SERVICE (Attended by MERC Staff)

Migrant Student Record Transfer System - Little Rock, Arkansas
March 12-16, 1972 - Attended by MERC director and terminal operator

Five-State Records Workshop - Boise, Idaho - April 10-11, 1972
(Sponsored by Idaho State Department of Education and Migrant Student Record Transfer System) - Attended by MERC director, terminal operator and back-up terminal operator

TALKS GIVEN BY MERC STAFF TO CIVIC GROUPS ON MERC PROGRAMS 6